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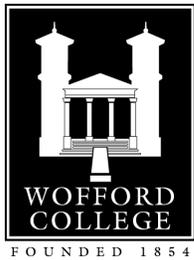
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Wofford College

Interim Descriptions

For Semester 201101

Thursday, 13 October, 2011, 11:33 am

THEA

1121 THEA 470 A Independent Study

Colleen Ballance
Enrollment: 0/1
Graded Interim (A-F)

TBA

PHED

1086 PHED 102 A Fitness

Mark Line
Enrollment: 19/30

0800 0920 MTWRF

1087 PHED 102 B Fitness

Dusty Blake
Enrollment: 29/30

1530 1700 MTWRF

JAN

1001 JAN 301 A Keep the Devil down in the hole: Listening carefully to The Wire

Alva Anderson
Enrollment: 19/20

0900 1200 MTWRF

MAIN 202

Are you interested in a career in journalism, education, government, or law enforcement, and want to have the chance to reflect on different aspects of such a job? Or, are you interested in discussing major issues facing our country? Or, do you simply like watching good TV shows? If your answer to any of these questions is "Yes," then this interim is for you. For the month of January, we will be watching and talking about The Wire, one of the most praised TV series of all-time. The show, which focuses on life in inner-city Baltimore, deals with a number of major social issues, and the attempts by people in various vocations to deal with these problems.

1002 JAN 302 A In Europe: Travels Through the Twentieth Century

Aikaterini Andrews
Enrollment: 4/20

0900 1200 MTWRF

RMSC 221

Using the fascinating book "In Europe" by Dutch journalist Geert Mak, a series of documentaries and movies, we will travel in space and time to learn more about the cities and people of Europe. From Amsterdam, to Austria, Barcelona, Athens, Paris, London, Bone, Berlin, we will take a look at the people and events that shaped Europe in the 20th century. Through the lives of the people portrayed we will see hope amidst war, migration, cruelty, & regret.

1003 JAN 303 A Scientists Snagging Scoundrels: An Introduction to Forensic Science

Stefanie Baker
Jameica Hill
Enrollment: 26/25

0900 1230 MTWRF

RMSC 103

Grissom, Catherine, Nick, Greg, and the others employed with the Las Vegas Police Department crime lab make solving crimes look quick and easy. They all know how to correctly process a crime scene, as any reputable CSI should, but they also seem to have a tremendous knowledge of every area of science and law. While we all realize that the show is mostly for entertainment purposes, there are many scientific principles illustrated in each episode. This project will focus on how science is used to evaluate evidence to be used in civil and criminal cases. Students will learn how to process and evaluate many different types of evidence through laboratory exercises and seminars by experts in the various fields of forensic science. The finale of the project will be presentations of case studies by each student group. Due to the nature of the course, students planning to enroll in the afternoon interim PE course should discuss the attendance policy of the PE course with the PE instructor because field trips might require students to be away from campus during the PE meeting time. Students should not enroll in the morning PE course.

1004	JAN 304 A	Lights! Camera! Cowpens!	Kenneth Banks Charles Smith Enrollment: 7/25	0900 1200 MTWRF	RMSC 206
<p>The Battle of Cowpens proved to be a turning point in the bloody American Revolutionary War, yet its formative role in creating the Upstate is barely known today. This Interim combines video and history in offering five student teams the chance to produce their own five-minute video segments that will be combined into a longer, 25-minute piece. These broadcast-quality segments will tell the story of the battle, the historical management of the site, and the personalities that keep alive the memory of this crucial event. Our goal is not only to produce a 25-minute piece for the Wofford community, but something that can be used as an educational tool for Upstate schools, history societies, and, perhaps, even aired on a local TV affiliate.</p>					
1006	JAN 306 A	Writing Short Stories	C. Curtis Elizabeth Cox Enrollment: 16/20	1300 1600 MTWRF	MAIN 226
<p>This interim will have a primary goal to help students plan and execute a short story or two of near publishable quality; and a secondary goal to make understandable the strategies and achievements of the short story form, by way of assigned reading of stories by distinguished authors, and essays on form and purpose by a set of experienced critics.</p>					
1007	JAN 307 A	Mancala to Mahjong and Beyond	Christine Dinkins James Keller Enrollment: 26/25	1300 1600 MTWRF	RMSC 121
<p>Games have historically served as a means of education and socialization. The games a society develops and plays can therefore teach us about that society's beliefs and ways of thinking. What does a game reveal about the culture and era out of which it grew? What makes for a successful game within a particular culture? With these questions in mind, we will study games from different eras and cultures, from Mancala games in ancient Africa, to Mahjong in China, following Go through China and Japan, to Native American games, ending with classic and award-winning games of modern day Europe and the U.S. In addition, we will study theories on game design, considering factors such as cultural context, aesthetics, and player interaction. Students will research games from other cultures and then write about and teach each other these games. In the last week of class, students will design their own games and present and teach them to the class, who will then critique each game in light of how successful it would be in the culture for which it is intended.</p>					
1008	JAN 308 A	Pulp Theatre Presents!	Mark Ferguson Enrollment: 32/40 Instructor Permission Required	0900 1200 MTWRF	CLB TWT
<p>Love acting, singing and dancing but can't fit it into your busy college schedule?</p> <p>If so, you should audition (or sign up) for Pulp Theater's next production: here is your chance to shine on the Wofford stage during the month of January! If you liked The Rocky Horror Show, Reefer Madness, and The Flight of the Lawn Chair Man, you're sure to love [whatever the heck Pulp Theatre is doing]! With a cast of thousands, dancing bears and an actual ring of FIRE [whatever the heck Pulp Theatre is doing] is sure to be the best Pulp Theater production yet!</p> <p>There are a plethora of positions to be filled (including a nine piece orchestra!), we are looking for both cast- and crewmembers, so don't let any sort of stage-fright stop you from signing up. Additionally, due to the nature of this show, we require anyone auditioning for a stage role to have prepared at least 16 bars of a song to sing at the auditions. We look forward to seeing you there!</p>					
1009	JAN 309 A	Discovering Your Ancestors: Who Am I - Where Did I Come From?	Terry Ferguson Enrollment: 11/14 Instructor Permission Required	0900 1200 MTWRF	BSA 1
<p>Who am I? - Where did I come from? Two fundamental questions which everybody asks during their lifetime. This interim will help you investigate your recent ancestry over the past few hundred years as well as your deep ancestry spreading back over tens of thousands of years. You will be expected to trace your ancestry back as many generations as you can using oral family histories, online, and locally available resources. You will study your deep ancestry using mitochondrial DNA (direct matrilineal line of descent), Y-chromosomal DNA (direct patrilineal line of descent) and compare your Haplogroup results with other members of the class to determine how far in the past you have a common ancestor and the past migration patterns of your ancestors.</p>					
1010	JAN 310 A	Darts - Science and Games	Shawn Forbes Enrollment: 22/20	0900 1200 MTWRF	RMSC 330
<p>At the core of the project is learning to throw darts well and play different dart games. Along the way, history, biology, chemistry and physics are tied in to various aspects of darts. Advanced dart games also involve strategy and lots of math (or as the English say, maths).</p>					

1011	JAN 311 A	Holistic Health	Cynthia Fowler Enrollment: 29/20	0900 1200 MTWRF	MAIN 126
<p>Be happy and healthy! Stretch your mind, body, and spirit towards optimal wholeness. Holistic health focuses on the positive factors that create and sustain wellbeing in ourselves, our relationships, and our communities. We will study the latest scientific information about the links between physical, psychological, and emotional wellness. In tandem with our academic endeavors, we will practice a variety of paths to wellbeing. Each day, we will perform exercise ranging from mountain biking, to trail running, hiking, yoga, and dance. Since nutrition is a vital component of physical health, we will develop individualized meal plans for you to follow during Interim. To complement the science and exercise dimensions of our pursuit of balance, we will explore our own spirituality alongside the wisdom of indigenous elders, post-modern gurus, Buddhists, and Hindus. As a student of Holistic Health, you will spend time outdoors in beautiful nearby spaces and you will study wellbeing in the classroom. Several local holistic health specialists will consult with us to assist with our physical, nutrition, psychological, and spiritual goals. Join this Interim course and take a journey with us to integrate your mind, body, and spirit for all-around-wellbeing during the winter season.</p>					
1079	JAN 312 A	Filling in the Blanks: The NY Times Crossword Puzzle	Byron McCane Enrollment: 24/20	0900 1200 MTWRF	MAIN 102
<p>Rex Parker (nom de blog of Michael Sharp, professor of English at SUNY Binghamton) has observed that a crossword puzzle is "a daily conversation about what kind of knowledge matters." Unlike Sudoku puzzles, which merely explore possible combinations of numbers, crossword puzzles are based upon clues which call upon a wide range of knowledge. In this regard the NY Times crossword puzzle is the granddaddy of them all, with puzzles regularly including answers from foreign languages, history, math, science, pop culture, literature, politics, and religion. Narrowly educated minds typically cannot solve the puzzle with any significant degree of success. In this interim students will join the daily conversation, discovering for themselves what kind of knowledge matters.</p>					
1012	JAN 313 A	Exploring Vegetarianism: Its Individual, Social, and Ecological Health Benefits	Gerald Ginocchio Enrollment: 20/20	0900 1200 MTWRF	MAIN 122
<p>This project will be a combination "boot camp," culinary adventure, and intellectual exploration in vegetarianism. For those of you who have already "taken the plunge," so to speak, or have toyed with the idea of kicking the meat habit and have been edging toward a vegetarian diet, or even committed carnivores, this project will hopefully strengthen your resolve to go vegetarian by experiencing what it is like to subsist on a plant-based diet as well as gain knowledge and insight into the individual, social, and ecological health benefits of becoming vegetarian.</p>					
1013	JAN 314 A	Become Certified as an Emergency Medical Technician	Ellen Goldey Enrollment: 25/24 Instructor Permission Required	0900 1600 MTWRF	RMSC 225
<p>During this interim, you will receive approximately 140 hours of formal training required to become certified as an Emergency Medical Technician (EMT) in South Carolina. This training will take you far beyond basic first aid and CPR training, as you learn to identify and respond quickly and appropriately to medical emergencies ranging from a sprained ankle to severe trauma. This course will be taught by certified instructors and will require the students' dedicated and disciplined attendance and participation in all lecture and "hands-on" training exercises. You will take several practical and written exams throughout the month. To cover the required hours of training within the interim, the class will meet, on average, seven hours/day, five days/week (normally it takes many months of evening classes to receive this training). At the end of this training, you may elect to take the state exam to become certified.</p>					
1014	JAN 315 A	Class, Gender, and Race in Disney's Magic Kingdom	Karen Goodchild Enrollment: 24/25	0930 1230 MTWRF 0930 1230	DB 204 RMSC 121
<p>Disney movies are supposed to be family-friendly entertainment, but are they neutral in the messages they present? How has the the Disney studio dealt with issues such as class, race and gender traditionally, and how are such issues presented in Disney films today? In this course, through discussion of a series of interconnected readings and films, we will become more informed viewers of the Disney movies we have loved since childhood.</p>					
1015	JAN 316 A	Functional Beauty: The art and craft of pottery	Natalie Grinnell Enrollment: 18/18	0900 1200 M 0930 1200 TWRF 1300 1530 TWR	MAIN 320 MAIN 320 MAIN 320
<p>Through hands on experience we will explore the craft of hand building and wheel throwing pottery with emphasis on the creative process that transforms functional pieces into works of art. We will investigate the cultural significance of pottery making in local and global communities through, videos, visits with artists, and trips to the North Carolina Pottery Center and several pottery studios in Seagrove, NC and Asheville, NC.</p>					

1016	JAN 317 A	Problems, So Many Problems!	Lee Hagglund Enrollment: 22/21	0900 1200 MTWRF	OLIN 201
<p>Participants in this project will have nothing but problems. Sometimes the problems will have them, and for four weeks they will always have each other. Constant solving of brain teasers, puzzles, and logical conundrums requiring a knowledge of arithmetic, algebra, and geometry will sharpen one's ability to solve problems and hopefully provide insight into the thought process necessary to a good problem solver.</p>					
1017	JAN 318 A	Tolstoy's War and Peace	Robert Jeffrey Enrollment: 17/25	1300 1600 MTWRF	DB 203
<p>A close reading of one of the great masterpieces of literature, Leo Tolstoy's War and peace. I will never forget the magical time I read it for the first time, nor the magical time I taught it for the first time and discovered more of its hidden depths.</p>					
1018	JAN 319 A	Reality TV: The Evolution of a Cultural Phenomenon	Jenny Johnson Enrollment: 20/20	0900 1200 MTWRF	RMSC 233
<p>Whether you love it or hate it, Reality TV permeates our television viewing habits and has a significant impact on the way we view the world. It is unsettling, yet somehow fascinating. The undeniable truth is that we can't bring ourselves to stop watching. The concept of "reality entertainment" comes in many different forms and often elicits cultural reaction in unexpected ways. Reality TV seems to explore our values; what we should look for in a spouse (the Bachelor), what exemplifies the ideal employee (The Apprentice), and what our domestic interactions look like when we think no one is watching (An American Family). While it is easy to dismiss Reality TV as low-brow, "shock" entertainment, a closer examination reveals a much more complicated phenomenon. In this class we will examine Reality TV as an economic force, a cultural influence, and an outlet for social commentary.</p>					
1020	JAN 320 A	On Bin Laden's Trail: Terrorism, Homeland Security, and the Threat Matrix	Ryan Johnson Paul Bollinger Enrollment: 33/25	0900 1200 MTWRF	OLIN 213
<p>America is fighting a grave and persistent threat from international terrorist organizations. Maintaining this fight requires an enormous amount of resources; the battlefield is diverse and dynamic. The perpetrators might be found blogging on the internet, hidden in caves in Afghanistan, or leading very ordinary lives within the United States. This class will explore the roots of international terrorism, the changing face of the problem, and the methods used to combat these organizations. We will trace Bin Laden's shadowy footsteps through Saudi Arabia, Sudan, and the Afghan-Pakistan tribal region. We will analyze the implications of terrorism in many different areas: the limitations of U.S. law, Guantanamo Bay, the Patriot Act, technology, and "jihad." The class will also analyze Al-Qaeda's own training manuals, confiscated in Pakistan. Class delivery will include class debates, multimedia, lecture, student presentations, and a 3-day class trip to Fort Bragg, NC and Washington, DC. We will visit the Army Special Operations Command, a Special Forces Unit, the Pentagon, Arlington National Cemetery, Tomb of the Unknown Soldier, as well as other sites. We will conclude in Fort Meade, MD with briefings with the U.S. Asymmetric Warfare Group, whose focus is counter-insurgency.</p>					
1021	JAN 321 A	Bioethics at the Movies	Charles Kay Enrollment: 17/20	0900 1200 MTWRF	OLIN 218
<p>Based on an anthology by the same title (Sandra Sharpshay, ed., Johns Hopkins Univ. Press, 2009), this project will examine the successes—and failures—of Hollywood films in dealing with complex bioethical issues such as genetic determinism (GATTACA), human cloning (Multiplicity), personhood (Bicentennial Man), end of life care (Dad), means and ends (Extreme Measures), mind and human nature (Eternal Sunshine of the Spotless Mind), and markets for transplant organs (Dirty Pretty Things). In all we will watch eight films in the afternoons, with discussions each morning. Students will make group presentations, and will write short analytical papers on each of the films. With permission, this project may be used to satisfy a distribution requirement for the Medical Humanities Program.</p>					
1022	JAN 322 A	Family History, Digital Scrapbooking and Photo Projects	Charlotte Knotts-Zides Enrollment: 20/20	1300 1600 MTWRF 1300 1600 MTWRF	OLIN 212 OLIN 213
<p>Would you enjoy learning about your family history and documenting it with photos and journal writing? In this project, we will use family photos to create digital scrapbooks of your family history and to develop unique projects such as screensavers, note cards, and T-shirts. No prior knowledge of digital scrapbooking is required; we will begin by learning to convert printed pictures into digital files and to edit images using Adobe Photoshop Elements. You will interview your parents and other family relatives in order to uncover the stories that make up your personal heritage and will add interest to your scrapbooks through journaling.</p>					

1023	JAN 323 A	Knit One Purl Two			
		Kirsten Krick-Aigner Enrollment: 21/20	1300 1600 MTWRF	OLIN 118	
		Students will not only learn to knit and create their own projects, but will also develop an appreciation for the social history of knitting and its economic and cultural importance. Classes will include knitting instructions as well as guest presentations by professional knitters. Students will create a project to donate to the local homeless shelter. Students also will present an oral report on some aspect of the history of knitting. Suggestions: knitting and war, history of knitting, knitting as "women's work," "knitting is good for your health," knitting as an enterprise, machine knitting, knitting and men, knitting patterns and local identity.			
1024	JAN 324 A	The Romance of Jewelry			
		Eun-Sun Lee Enrollment: 14/15	1000 1300 MTWRF	DUPD STUDIO	
		Jewelry has always been associated with romance as well as art, both of which are a form of communication. The purpose of this Interim is to create pieces of jewelry that expresses and communicates through individual's creativity as well as sense of aesthetics. We will discover various methods and processes of creating jewelry that include science and mathematics, which play an important role in working with raw materials. The course will discuss basic knowledge of chemicals, how to work with various soldering gases, hardness of stones, ratios of carved wax to how much metal is needed for casting, etc...We will learn to handle a torch safely, properly saw sheet and wire into shape, use files and hammers and work to harden metals to create an art work that will be displayed at the end of the term to the public with an exhibition.			
		Jewelry can be worn by ladies or men. Keep them for yourself, donate them to your cause, or give them as gifts! What can be more romantic than presenting a hand-made gift of jewelry to one's beloved?			
1025	JAN 325 A	My car and me			
		Joseph Lejeune Enrollment: 20/20	0900 1200 MTWRF	RMSC 125	
		Most of us drive some form of car or truck. We open the door, slide into the seat, put the key in, start it up and go. Wouldn't you like to know a bit more about this thing that transports you from place to place? What's in your car? How do the brakes work? What do they look like? What is "fuel injection?" When I put it in "D" what happens? Who is really driving my car? Can I fix things myself or do I need a mechanic? Lets find out! this interim will be practical, technical and fun and you might just pick up a technique or two that will save you some money and time and might even impress your dad!			
1026	JAN 326 A	Personal Selling			
		Rickey Madden Enrollment: 20/20	1300 1600 MTWRF	OLIN 201	
		Want to become a salesperson? One in ten jobs in business are in sales. This project will examine the marketing activity of personal selling. Attention will be given to this process of interpersonal communication in which a seller uncovers and satisfies the needs of a buyer to the mutual long term benefit of both parties.			
1027	JAN 327 A	The Progress Paradox			
		John McArthur Enrollment: 17/20	0900 1200 MTWRF	MAIN 304	
		Life is getting better all the time. Living standards are as high as they ever been, including living standards for the middle class and for the poor. All forms of pollution other than greenhouse gases are in decline; cancer, heart disease, and stroke incidence are declining; crime is in a long-term cycle of significant decline; education levels are at all-time highs. So if livings standards are rising, why do we feel so bad? The mood of public discourse is four-alarm panic. Even before the recession of 2009, 78% of Americans told pollsters that the U.S. is worse off today than five years ago. Some of the doom-and-gloom may be explained by the human propensity to romanticize the past. Or it may be the relentlessly negative impressions of American life presented by the media. We will examine the record of progress and consider the explanations for the unhappiness of people, who are blessed with health and wealth.			
1028	JAN 328 A	Gladiators & Chariot Races in Ancient Rome			
		Michael Merriman Enrollment: 24/20	0900 1200 MTWRF	OLIN 118	
		This course will explore the myths and realities of ancient Rome's Colosseum (home of the gladiators), Circus Maximus (home of the chariot races), and the gladiators and chariot racers who competed there. The course will be a mixture of discussion, film, lecture, and student presentations. The focus of the course will be to explore and understand: why the arenas were created; what it was like to be a gladiator or chariot driver, including the training and personal lives of the gladiators and chariot drivers; who and what were the victims or other combatants in the Colosseum, along with what were the various reasons they ended up as such; and how the activities in these arenas reflected the culture and make-up of ancient Romans. Additionally, the course will examine the other public spectacles that were held in these facilities, such as mock sea battles, animal hunts, executions, re-enactments of famous battles, dramas based on classical mythology, and festivals. Finally, we will review the uses of the facilities during subsequent times and their current status.			

1029	JAN 329 A	American Popular Music	Stephen Michelman Enrollment: 20/20	0900 1200 MTWRF	OLIN 220
<p>Where did the blues originate? Who was America's first "hillbilly" star? What is the dirtiest rock & roll song? In this class we study the origins and development of seven genres of American popular music: blues, swing (jazz), rhythm and blues, rock & roll, country, soul/funk, and hip-hop. By listening to representative performances of each genre, we attempt to determine continuities between genres as well as stylistic distinctiveness. Students will benefit from in-class performances and demonstrations of musical instruments. Students must have access to their own guitar (via rental, purchase, etc.).</p>					
1030	JAN 330 A	Relaxed Work: Yoga, Philosophy, Healthy Body and Mind	John Miles Enrollment: 20/20	0900 1200 MTWRF	RPAB RAR
<p>In this interim we will focus on the intersection between the ideas of Eastern Philosophy and the practice of Yoga. A master instructor will lead us in daily Yoga and meditation. We will then meet to discuss our experiences and how we might apply what we have learned to our daily life. Coupled with this practice, we will read various works by contemporary Yoga practitioners and ancient texts. Students will be expected to participate in the practice, the reading, discussion and presentations. We will also explore the presentation of Yoga in popular culture.</p>					
1031	JAN 331 A	Living with Dogs	John Moeller Enrollment: 15/18 Instructor Permission Required	0900 1200 MTWRF	RMSC 339
<p>Students will study the relationship between humans and pets, with the purpose to foster responsible and effective pet ownership. During the course we will explore and examine the behavior, evolution and cognition of dogs and other animals.</p>					
1032	JAN 332 A	Self-Taught Artists at Work	Kristofer Neely Enrollment: 15/20	1000 1200 MTWRF 1400 1600 MTWRF	SHIPP LOUNGE SHIPP LOUNGE
<p>Self-Taught Artists at Work is an Interim project that introduces students to a wide variety of self-taught artists, and facilitates student exploration in developing a self-taught studio process. Classroom discussions about academic readings and documentary film segments will focus students on critical issues surrounding the role and significance of the self-taught artist from disparate critical perspectives. We will create a workspace for students to experiment and explore the creation their own self-taught artistic work. (A self-described project management model will be used to allow students to conceptualize, structure, implement, and document their own studio practice. This model is aimed at accomplishing a true self-taught experience in their art creation, transcending the traditional academic studio framework.) Students will also be expected to research, interview, contextualize, and document the work of a living self-taught artist. Finally, students will produce a unified exhibition of self-taught art placing their own work beside their research and documentation of self-taught artists.</p>					
1033	JAN 333 A	Nihon Goshin Aikido: The Art of Self-defense	James Neighbors Enrollment: 22/20	0900 1200 MTWRF	MAIN 224
<p>Nihon Goshin Aikido integrates techniques from Aikido, Jiu-Jitsu, Judo and Karate. Sensei John Wyndham, San-Dan (4th degree black belt) and chief instructor at the Spartanburg dojo, will teach us a series of self-defense techniques that include throws, strikes, joint-locks and grappling, along with traditional forms of Aikido. In addition to training at the dojo, we will learn the history and philosophy of Aikido in its various styles. All are welcome -- no experience with martial arts is necessary -- Aikido is practiced by people of every background, shape and size. That said, interested students should be able to perform strenuous physical exercise. For more information about Aikido Academy of Spartanburg, see www.aikidoacademy.com</p>					
1034	JAN 334 A	Woody Allen	Wesley Pech Enrollment: 20/20	0900 1200 MTWRF	MAIN 322
<p>Woody Allen redefined comedy in the 1970s and 1980s by including in his movies elements of philosophy, religion, art, and romance. This project will provide an intensive introduction to his most important films, which will be extensively discussed. These discussions will be complemented with two books: Aeon Skoble and Mark Conard's Woody Allen and Philosophy: You Mean My Whole Fallacy Is Wrong? And Sander Lee's Eighteen Woody Allen Films Analyzed: Anguish, God, and Existentialism. Student participation will be expected. In addition to the films, three of his collections of short humor pieces (Without Feathers, Getting Even, and Side Effects) will also be required reading for this course.</p>					

1035	JAN 335 A	Cre@ivity @ Play			
		James Proctor Enrollment: 20/20	0900 1200 MTWRF 1300 1500 MTW	OLIN 114 OLIN 114	
		<p>"You have to claim your creative space!"—Ned Herrmann, Founder, Herrmann International</p> <p>Many students need to rekindle the creative flames they had as children. That will be the purpose of this Interim project, Cre@ivity @ Play. To find the lost sparks we will focus on four key activities: drawing realistically; juggling three balls with two hands, two balls with one hand; playing several tunes recognizably on the harmonica; and forming origami pieces. These four complementary activities can be engaged in by a novice, the child within us, or an accomplished artist. We will venture into them with the objectives of learning to do those magical things, and of gaining confidence in learning other art forms or skills that may have seemed beyond our reach. In addition, we will interact with creative guests, view selected movies and videos, and take local field trips. Students will also produce self-defined creative projects, display their art work, and perform as jugglers and harpists (harmonica players) in the final exhibit.</p> <p>The only restriction is a negative one in that students must neither be able to draw realistically nor have had drawing lessons since elementary school. They have to be able to say truthfully, "I can't draw!"</p>			
1036	JAN 336 A	Health and society			
		Ramin Radfar Enrollment: 24/24	1000 1200 MTWRF 1400 1600 MTWRF	RMSC 307 RMSC 307	
		<p>Many of the behaviors we adopt in life are products of our environment. Currently, we live in a "toxic" health and fitness environment. We are so habituated to our modern-day environment that we miss the subtle ways it influences our behaviors, personal lifestyle, and health each day. The epidemic of physical inactivity and obesity that is sweeping across America is so harmful to health that it actually increases the deterioration rate of the human body and leads to premature aging, illness, and death. To improve public health, New York City banned trans fats from all restaurants and other food service establishments. These artificial fats have been linked to heart disease. The current trend of serving super size meals and portions to inactive children is contributing to an epidemic of childhood obesity. Among children, overweight or obesity can lead to lifelong weight problems and other associated medical problems. Though genes do play a role, the main reason for obesity is due to eating more calories than are expended.</p> <p>Eating breakfast regularly has been linked with less obesity and better overall health. Researchers, however, are unclear over why breakfast eaters are healthier and thinner.</p>			
1039	JAN 339 A	Behind the Music(al)			
		Christie Sellars William McCraw Enrollment: 18/25	0900 1200 MTWRF	CLB MCMT	
		<p>This project will explore classical literary works and their musical counterparts. The project will incorporate books, videos, and live performances of several of the chosen works. Not only will the American musical be studied, but Western opera as well. The project will include trips to see live performances.</p>			
1040	JAN 340 A	Game On: An In-Depth Study of Video Games			
		Joseph Spivey Enrollment: 20/20	1000 1200 MTWRF 1300 1500 MTWRF	OLIN 210 RMSC 326	
		<p>What do Tetris, World of Warcraft, Halo, Super Mario Bros., Bejeweled, Pac-Man, Wii Sports, and Grand Theft Auto have in common? Students will explore the answer to this question as well as questions such as: What is a video game? To what extent do video games reflect culture, and in what ways do they impact culture? Is there a link between video game violence and real-world violence? What role do gender stereotypes play in video games? Some classroom time each day will be set aside for students to play video games to learn first-hand about these issues.</p> <p>Teams of students will collaboratively produce video reviews of video games using video cameras, technology to capture video game play, and video editing software. In addition teams of students will create Alternate Reality Games, which are interactive narratives that use real-world platforms like Twitter or Facebook to tell stories. The class will be loosely structured as a video game, with students competing in daily video game tournaments and for classroom achievements (something akin to Xbox achievements for academic accomplishments). This will be a fun yet time-intensive Interim project that will require students to work closely with one another for several hours outside class.</p>			
1045	JAN 341 A	Living in a Bacterial World			
		Natalie Spivey Enrollment: 20/20	0900 1200 MTWRF	RMSC 101	
		<p>Even though we can't see them with our naked eye, microorganisms are everywhere. In fact, there are ten times more bacterial cells in your body than human cells! During this interim project, we will investigate the interactions between man and microbes. For example, we will learn about how some microbes cause deadly diseases like cholera and ebola, yet others have been genetically engineered to remove pollutants from the environment. We will visit a goat farm to learn how cheese is made and a brewery to find out how yeast is used to make beer. We will explore questions such as: What role have microbes played in shaping the human diet? How have epidemics impacted the course of history? Is there any validity to the "hygiene hypothesis," which claims that our increasingly sanitized lifestyle is detrimental to human health? Is bioterrorism a real threat? This interim project will also include opportunities for hands-on microbiology, such as making our own yogurt. In the lab, we will determine the best way to sanitize a contaminated sponge. There will be a significant lab project that will focus on collecting, observing, and identifying bacteria that reside with us on the Wofford College campus.</p>			

1042	JAN 342 A	Education 430	Cynthia Suarez Enrollment: 6/20 Instructor Permission Required Graded Interim (A-F)	0900 1200 MTWRF	DB 203
<p>The primary component of this course is composed of a 100 hour field experience to be completed in the public schools of Spartanburg County, S.C. This course is designed to facilitate the transition of teacher candidates into the capstone experience of clinical practice. Teacher candidates will observe secondary students, teach a minimum of 7 specific lessons using a variety of techniques based on ADEPT and applied teaching methodology; observe and work with a special needs student, study an IEP and, if possible, follow an IEP in planning and teaching a lesson to the student as permitted. Teacher candidates will also plan for individual, small group and large group instruction; integrate the latest technology in teaching; construct, administer and evaluate an alternative assessment while using higher order thinking skills in the design and implementation of all instructional activities. Class sessions will also be conducted on-campus to complement and facilitate the work accomplished during the field experience component.</p> <p>This course develops skills in several areas: (1) planning and implementing learning experiences, (2) improving and using various instructional strategies including applications of the latest technological influences in instructional design and assessment, and (3) developing and using various evaluation and assessment techniques. Previous field experiences have emphasized observation and awareness of the teacher and the learner and some, though limited, teaching involvement. This course offers a transitional experience from observation and minimal teaching to more involved planning and teaching in preparation for the Level 4 field experience, Clinical Practice.</p>					
1043	JAN 343 A	Scratch Your Creative Itch	David Sykes Enrollment: 21/20	0900 1200 MTWRF	OLIN 212
<p>Scratch [http://scratch.mit.edu/] provides an innovative drag-and-drop environment that supports creating sophisticated computer animations and simulations without having to learn a programming language. In this project, students will experiment with Scratch to create sophisticated animations and simulations. "Scratch is a programming language that makes it easy to create your own interactive stories, animations, games, music, and art—and share your creations on the Web." It is strongly recommended that students have access to laptops.</p>					
1044	JAN 344 A	Notes from Underground: A History of American Punk, 1977-2000	Carey Voeller Enrollment: 17/20	0900 1230 MTWRF	MAIN 324
<p>This class will examine the American punk scene from 1977 to 2000, particularly on how punk defined itself against the values of mainstream culture. Our primary focus will be on a wide variety of lyrics and music; we will critically analyze the songs and discuss their "messages." Students will also read scholarly articles, watch films, see footage of bands perform through YouTube, read punk authors, and learn about "DIY," fanzines, emo, straight edge, riot grrrl, and other topics. For their project, students have the opportunity to create their own punk artifact, such as a song, zine, website, activist organization, and so on; for the more traditional-minded, a final paper on a band and their songs is an alternative. Students should understand that this class will be intensive, and will involve a great deal of work both in and outside the classroom. There will be no prerequisites or special conditions for joining the course—all are welcome. However, students should be prepared to encounter ideas—many far-left, some far-right—that will inevitably challenge their own beliefs, and should join the class with an open mind. With this said, I invite you to a fascinating look at American counterculture.</p>					
1041	JAN 345 A	Modern Art/Modern Science: The Other Two Cultures	Steven Zides Enrollment: 18/20	0900 1200 MTWRF	RMSC 328
<p>Since the mid nineteenth century, the worlds of art and science have become more abstract and intangible. Driven by convergences in space, time and matter, both disciplines have evolved into sublime manifestations of reality. In this interim class, students will be able to explore this new vision of reality by considering the interrelationships between science and modern art. Within the course itself, emphasis will be placed on experiential learning activities such as studio art workshops, collaborations with the artists in residence at Hub-Bub, and daytrips to various regional galleries and museums.</p>					
1080	JAN 346 A	Crossing the Cultural Divide	Sara Milani Enrollment: 12/20	0930 1230 MTWRF	OLIN 219
<p>In today's increasingly global environment of rapid travel and instantaneous communication, cross-cultural interactions are unavoidable. In these new closer quarters, we are supposed to know how to live amicably and with respect for other cultures, but are given little instruction on how to do so. This project focuses on giving students the necessary tools to cross the cultural divide. Through activities, literature, film, discussion, presentations, and field experiences, students will learn to cultivate a more mindful approach to culture - both their own and others. The project examines the impact of cultural values on everyday communication, different verbal and nonverbal communication styles, the pitfalls of stereotypes, and the need for cultural self-awareness as important components of a toolkit for navigating across cultures.</p>					

1082	JAN 347 A	From Script to Screen	Julie Sexeny Deno Trakas Enrollment: 19/20	0900 1200 MTWRF	OLIN 101
<p>In this Interim, students will make their own films. Students will learn how to adapt a short story or one-act play into a short screenplay, work with actors, use a digital camera and produce, direct and edit their films, using film editing software. At the end of the class, we will schedule a screening so that students may share their work with their classmates, friends, family members and the Wofford community.</p>					
1083	JAN 348 A	New Orleans Odyssey	Denise Frazier Kimberly Rostan Enrollment: 21/20	0900 1200 MTWRF	MAIN 104
<p>A New Orleans Odyssey: Culture and Creolity explores the historical, political, and cultural diversity of the most Caribbean city in the United States. Its unique European, Haitian, and U.S. colonial heritage have produced an incredibly rich melange. There is no other city like New Orleans in the United States. This interim will introduce students to the many circumstances, consequences, and distinctiveness of this Gulf city.</p>					
1084	JAN 349 A	Medical Botany	Douglas Rayner Enrollment: 15/20 Graded Interim (A-F)	0900 1200 MTWRF	RMSC 205
<p>As stated in the preface to the primary text for the course, "Medical botany is designed to bring into perspective the massive knowledge acquired by man to retain his health by using plants around him." It should be of particular interest to students planning medical or paramedical careers and those having an appreciation for natural history and a sensitivity for environmental phenomena. Students will learn the basic structure and function of the major organ systems of the body, and they will learn 100-125 plants and their uses in herbal and cosmopolitan medicine. Each discussion topic will be introduced by a brief historical account of the disease, a brief discussion of the organ system(s) affected by the disease, and a brief account of plants used to treat the disease or malfunctioning organ system. Special attention will be given to plants used by Native American Indians, Gullah blacks, and Appalachian mountain people, especially plants that have been shown to actually be effective in treating the disease. Students also will be introduced to the role that plants have played in civilization by serving as stimuli for exploration and exploitation and to crop plants that have shaped South Carolina's history, including rice, cotton, and indigo. Friday field trips will include visits to several of the following; a practicing "root" doctor, a naturopathic physician, traditional Chinese healer, Cherokee Indian healer (Cherokee Institute of Health), herbal drug store, an herbal market, and a greenhouse specializing in tissue culture of orchids and ferns. This project is graded A-F.</p>					
1085	JAN 350 A	Scat,Tracks,Song & Sign	Gerald Thurmond Enrollment: 12/10	0900 1200 MTWRF	MAIN 007
<p>Those of us who love the outdoors want to do more than just pass through it; we want to feel at home there. The surest way of doing that is to be able to recognize the sounds and signs we encounter in nature. Students in this class will learn to identify birds through their calls and songs and mammals by their tracks, scat, and other signs. In daily hikes and, weather permitting, one or two canoe trips,they will discover that there is far more going on in the Carolina woods in winter than they ever imagined.</p>					
1112	JAN 352 A	Thinking Death:Life Choices	Judith Villanueva Enrollment: 7/20	0930 1230 MTWRF	OLIN 116
<p>Death and dying are topics oftentimes silenced in our daily life conversations, yet our notion of death determines the way we live our lives and how we relate to others. This interim will provide an opportunity to reflect upon life choices through an exploration of the concept of death. We will approach the subject from the following perspectives: philosophical, psychological, literary, artistic, commercial, medical and legal.</p> <p>The students will be required to do community service at Hospice and/or the animal shelter and will have the opportunity to dialogue with speakers from the local community. Some of the topics to be discussed will include, but are not limited to: life as a commodity, animals and death, a living will, caring for a dying patient, hospice and palliative care, organ and body donations, autopsy, euthanasia.</p>					
1114	JAN 353 A	The Lettering Artist	Daniel Welch Enrollment: 8/16	0900 1200 MTWRF	RMSC 128
<p>Beautiful books, music scores, and attractive web pages depend greatly on artistic fonts and symbols. Drawing inspiration from historical examples of this noble effort but employing contemporary (computer-based) methods to produce fonts and text illumination of our own design, we will concentrate our attention on achieving consistent expression of individuality in each design: fonts that each express artistic context (architecture, emotion, personality) in design, augmented where appropriate by basic illumination methods such as bordering, coloring, and background patterning. In practicing these skills on printers and computer screens each participant will experience primary components of our artistic and technical culture while learning to produce truly useful products (fonts, decorations) of their own.</p>					

1118	JAN 354 A	Dance,Dance,Dance..and Sing	Patricia Nuriel Enrollment: 20/20 Instructor Permission Required	1000 1200 MTWRF 1000 1200 F 1300 1500 TR	MAIN 124 MAIN 126 MAIN 124
<p>Students of this Interim will enjoy the opportunity to sing and learn several styles of dance, including merengue, salsa, and tango from experienced instructors. Both music and dance play a very significant role in Latino communities. In addition to learning the steps and lyrics of the different rhythmic styles, students will focus on the fascinating connection between dance, music, and culture. Using a variety of resources, such as readings and films, students will explore the rich history of this music and its importance as an expression of cultural identity. At the end of Interim the students will give a performance of some of the songs and routines that they learn in a musical exhibition that will be open to the campus community.</p>					
1119	JAN 355 A	The Beatles	James Bednar Enrollment: 18/20	0900 1200 MTWRF	MAIN 206
<p>The Beatles were arguably the most influential and innovative rock band of all time, and their music forever changed popular music. This course will analyze the Beatles' history and music against the backdrop of the great social upheavals of the 1960's, an era of revolution that is reflected in the band's transformation from lovable pop mop-tops to long-haired, eastern-influenced, acid-dropping political activists. Intense listening and analysis of music will comprise much of the course, along with the viewing of Beatles documentaries and the Beatles' own films.</p>					
1046	JAN 381 A	An Introduction to Dental Medicine	Charles Bass Enrollment: 9/9 Instructor Permission Required	TBA MTWRF	
<p>Designed for students seriously considering careers in dental medicine, this project provides an opportunity to serve a number of apprenticeships with practicing dental professionals. Each student will work with a General Dentist, an Orthodontist, a Periodontist, and an Endodontist (and an Oral Surgeon if possible) during three weeks of the interim. The remaining week of the interim will be spent at the Medical University of South Carolina attending classes, doing clinical rotations, and meeting with admissions counselors. Grades on this project will be based on daily updates via e-mail, a presentation, a daily journal, and the participation of the student in each dental professional's practice as evaluated by that professional. Eligibility: Open to all students with instructor's consent - preference is given to juniors and seniors. Anticipated cost: Cost of travel to dental offices (Greenville) and to Charleston along with housing in Charleston which is the responsibility of the student. Permission of Instructor is required. Students with overrides should register late September during Travel/Study Registration.</p>					
1047	JAN 382 A	Pre-Law	John Fort J. Alvis Enrollment: 24/25 Instructor Permission Required	0900 1600 MTWRF	MAIN 302
<p>The Pre-Law interim project will assist the student in deciding if a career in the legal community is appropriate. The first week we will discuss the admissions process and what you can do while at Wofford to increase your chances of acceptance into law school. This week will be primarily in the classroom with a few trips to visit local court houses. Students will also start on their personal statements for their law school application. The second and third weeks, the students will work in a law office with a mentor. The student will "shadow" the lawyer and gain knowledge of the daily routines of a lawyer. The final week we will visit the South Carolina Supreme Court, the University of South Carolina Law School and the Charleston School of law. The students will write a short paper concerning the interim experience and how it relates to their decision to pursue a legal career. The final week students will finalize their personal statements and take a practice LSAT.</p>					
1048	JAN 383 A	Capitol Hill Internship	Amy Lancaster Ana Wiseman Enrollment: 9/16 Instructor Permission Required Graded Interim (A-F)	0800 1700 MTWRF	
<p>Capitol Hill Internship Program (CHIP) students seek internships in Washington, DC. These placements can include government agencies, nonprofit organizations, associations, lobbying firms, and private corporations, in addition to the Capitol and its House and Senate offices. Students will stay in premium housing in the immediate vicinity of Capitol Hill.</p>					

1049	JAN 384 A	Accounting Internship	Jenny Johnson Enrollment: 9/20 Instructor Permission Required	0900 1600 MTWRF	
<p>There are many reasons for using the internship experience as a first step in pursuing a career in accounting. First, the work experience you gain during an internship, along with the contacts you make and the skills you develop, may give you an advantage in the search for a first job. In addition to enhancing your background and resume, the experiences you gain during an internship help you to mature as an accounting professional. But ultimately, the value of internships is perhaps best summarized by the Chinese proverb:</p> <p>Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand.</p> <p>Students in this project will gain on-the-job accounting experience with a public accounting firm or in a business accounting department. Tasks to be performed will be those ordinarily assigned to new accounting employees. These will vary depending on the needs of the sponsor during January. This project is open only to Accounting Majors who will have passed Accounting 351.</p>					
1050	JAN 385 A	Clinical Internships in Medicine	Robert Moss Enrollment: 23/24 Instructor Permission Required	0900 1600 MTWRF	
<p>Students will get an intensive, "hands on" introduction to medicine. Each student will work one-on-one with approximately six health care professionals, in a number of different settings... hospitals, clinics, and private practice, to name a few. In addition to physicians in nearly every field of medicine, students may work with physical therapists, occupational therapists, physician's assistants, genetic counselors, and nurses. This is truly the best way of solidifying your decision to pursue a career in health care. Each student will work five full days a week at the assigned locations. Hours vary... Some days in surgery will run 7 a.m. to noon; some days in obstetrics will run 7 a.m. to 7 p.m!</p> <p>Students will work on and turn in personal essays, which are required for their medical school applications. These must be turned in by the Monday of the last week of interim.</p> <p>On the last day of interim, there will be a seminar at Wofford, where each student will give a 10-15 minute presentation on some aspect of his/her experience, such as a particularly interesting case or treatment. Lunch will be provided. Permission of Instructor is required. Students with overrides should register late September during Travel/Study Registration.</p>					
1072	JAN 387 A	Learning Work: Internships in Local Businesses, Non-Profit Organizations, and Government Agencies	Carol Wilson Jennifer Dillenger Enrollment: 10/20 Instructor Permission Required	TBA	OLIN 205
<p>Application & Statement of Intent Deadline: FRI, OCT. 1, 2010, at 5:00 PM Students will receive an application from the Career Services Office and return it with a statement of interest in the project by 5:00 p.m. on Friday Oct. 1, 2010. No exceptions.</p> <p>Letter from Work Supervisor due: FRI, OCT 15, 2010, at 5:00 PM in the Career Services Office. No emailed or faxed letters, and none to CPO boxes. No exceptions.</p> <p>Notification of acceptance: FRI, OCT 22, 2010 by email. This notice may vary based on the timeline set for the Interim Committee's review of all applications.</p> <p>Students will find, secure, and complete internships with local businesses, government agencies, or non-profit organizations to learn about the world of work in general and about the specific career in which they intern. Students will work at their locations 5 days a week (40 hours a week total), Monday through Friday, for 3 weeks, and then 16 hours for the final Monday and Tuesday of the Interim. Students will also reserve the first 2 days of the Interim for day-long workshops. They will also commit 3 Tuesday evenings from 6:30 - 9:00 p.m. for a group dinner to discuss experiences and readings. Students will be expected to participate fully in the internship work required; provide documentation that such work was successful from their supervisors; attend all meetings and workshops; fulfill reading, writing, and discussion responsibilities; keep a daily journal, and create a final reflection project based on their work experiences.</p>					
1073	JAN 388 A	Learning Work: Workplace Internships	William Cochran Linda Powers Enrollment: 27/24 Instructor Permission Required	TBA	
<p>Students will find, secure and complete internships with business, government or non-profit organizations to learn about the world of work in general and the specific area of work in which they intern. Students will typically be at their off-campus work locations 5 days/week (40 hours/week)for 4 weeks, usually beginning the first day of interim. Students will participate fully in the internship work required; provide documentation from their employer that their work was successful; carry out weekly readings; participate in a weekly conference call with others who are interning; and write an executive summary of their work coupled with their readings and the resultant learning experience.</p>					

1069	JAN 390 A	Demonstrating Science or Inquiring Minds Want to Know	Caleb Arrington Charles Bass Enrollment: 7/24	0900 1600 MTWRF	RMSC 308
<p>Hands-on observation of how nature functions can be spellbinding, understanding these natural laws can be powerful, and explaining all of this to young minds is immeasurably rewarding. During this project students will gain a better understanding of the working of the natural world by involving elementary and middle school children in hands-on activities in the classroom. Serving as experts, the students who participate in this project will travel in teams to area elementary schools and Scout Packs and Troops to help children better understand interesting scientific events by having the young students participate in hands-on activities. Participants in this project are also expected to construct science activities, prepare PowerPoint presentations for the children, and develop worksheets to focus the children on their learning objectives. Not only will the participants receive the satisfaction of serving as a mentor to younger children, they will also gain a better understanding of some remarkable scientific principles.</p>					
1051	JAN 391 A	Community of Service	Laura Barbas Rhoden Enrollment: 14/20 Instructor Permission Required	0900 1200 MTWRF	
<p>This Interim creates a community of students involved in intensive civic engagement and service. Students will individually pursue service projects they have designed in consultation with project leaders in communities here and in places around the globe. On campus before and after their service, they will find common cause in our community – mutual support, thoughtful reflection, and meaningful contextualization of their work locally, nationally, and internationally.</p> <p>Each person or team will work closely with their faculty mentor to build individualized reading and film lists to inform their service. We will gather on campus for pre-service meetings in early January, and then students will head off into their civic engagement experiences. During the last week of the January term, we'll come together again to share experiences, polish presentations, and challenge one another to take the next steps in service and learning. Permission of Instructor is required.</p> <p>Timeline: Mon, Sept 27: deadline for completed application, due to Dr. Laura Barbas-Rhoden by 5 pm; applicant form is on the website October 25-29: registration for accepted applicants Nov 30: mandatory meeting Jan 6-7 and Jan 31 and Feb 1-2 will be mandatory on-campus meeting dates; travel to take place between Jan 8-Jan 30.</p>					
1074	JAN 392 A	An Introduction to Community Development: Community Change from the Human Perspective	Allyn Steele Jessalyn Story Enrollment: 14/15 Instructor Permission Required	1300 1600 MTWRF	MAIN 007
<p>Why and how do communities change, and what impacts do those changes have on everyday people? In what ways do institutions and citizens participate in community change? Are all forms of community change fair and equitable for all people involved? What is the role of the student in community change? Students participating in this Interim project will address these questions through examining and participating in various strategies for community development. A week spent in New York City will connect students to internationally and nationally renowned organizations who use a variety of strategies—from International Human Rights frameworks to grassroots community organizing—to solve problems ranging from homelessness to air pollution. The majority of the project's duration will be in Spartanburg, where the group will learn how elected and appointed officials, neighborhood organizations, economic development agencies, and everyday citizens work together in Spartanburg County. The student group will draw from its experiences in New York City and the communities of Spartanburg County to develop a final project in partnership with one or more local community groups.</p>					
1075	JAN 395 A	Independent Scientific Research Projects	David Pittman Enrollment: 10/10 Instructor Permission Required	TBA	
<p>This Interim is designed to provide supervision and oversight for all students wishing to conduct independent, scientific, research projects. Any student interested in proposing their own scientific investigation during the Interim period, should contact Dr. Dave Pittman as soon as possible to receive guidance in planning a proposal, the logistics of conducting the experiment, and identifying a faculty research mentor. Proposals of independent research are due to Dr. Pittman on October 1, 2010. Students may work with professor at another institute or on-campus. The Interim will culminate with a showcase of the student research.</p>					

1076	JAN 396 A	Independent Research in the Humanities			
		Tracy Revels Enrollment: 5/15 Instructor Permission Required		TBA	
		<p>This interim is designed to provide direction, oversight and support to students doing independent research projects in the humanities. Students wishing to undertake independent research projects should consult with Professor Tracy J. Revels as soon as possible in order to begin writing a viable proposal. Proposals are due to Dr. Revels on October 1, 2010. Those students whose proposals are accepted will conduct independent research and writing work during the Interim, and while Professor Revels will serve as the primary research advisor, students may also be required to work with a faculty member in the field of research. In addition to individual meetings with Professor Revels, students will also keep a daily blog about their research and meet as a group with other students doing research in the sciences and social sciences, to discuss progress and issues in research. Any students doing research off-campus will be asked to participate in an online community. The interim will conclude with a symposium of student research.</p>			
1052	JAN 401 A	Culture and Creativity in Northern New Mexico: The Ghost Ranch Experience			
		Kristofer Neely Enrollment: 2/20 Instructor Permission Required Graded Interim (A-F)		TBA	
		<p>During the three-and-a half week stay at Ghost Ranch, New Mexico, students will combine the general study of cultural traditions of northern New Mexico (Native American, Hispanic, Anglo) with one of the following courses offered at Ghost Ranch: Photography, Drawing and Painting, Silversmithing, Pottery, Writing, Outdoor Adventures, Self-Discovery, Spiritual Traditions of Northern New Mexico, Restorative Justice, and more. Field trips from the Ranch will include Bandelier National Monument, Taos, Santa Fe, and one or more of the Native American pueblos along the Rio Grande.</p>			
1053	JAN 402 A	Discover the Islands of Hawaii			
		Bryan Splawn William Richardson Enrollment: 20/20 Instructor Permission Required		0900 1200 MTWRF	RMSC 301
		<p>In this course, we study the geology, culture, and history of the islands of Hawaii. Our goals are to understand how the islands were formed, the origins of the first inhabitants, the social customs of the people, and prominent events in Hawaiian history. In preparation for our trip, students will read text and view videos on topics such as the volcanic goddess Pele, the history of Hawaiian dynasties, and the Japanese attack on Pearl Harbor. During our ten-day visit, excursions to the volcano Kilauea on the "Big Island" and the National Monument at Pearl Harbor will bring our studies to life. Also, we will hike through renowned arboreta and see plants that have potential medicinal properties growing in the wild. Then, we will create simple laboratory tests to understand traditional medicinal uses. Overall, this course will provide a rich and diversified experience of Hawaii.</p>			
1057	JAN 412 A	Brazil: Land of Contrasts			
		Camille Bethea Kaye Savage Enrollment: 20/20 Instructor Permission Required		0900 1200 MTWRF	OLIN 103
		<p>Brazil, best known perhaps for its Carnival celebration, the Amazon Rainforest and its beautiful beaches such as Copacabana and Ipanema, is one of the great countries of the world. Though it has more than 190 million inhabitants and the eighth largest economy in the world, it is still a country that Americans do not tend to know very much about.</p> <p>In this Interim students will learn that the fame of Rio de Janeiro, also known as A "Cidade Marvilhosa" (the "Marvelous City"), is justified when they visit, among other places, the famous Pão de Azucar (Sugarloaf Mountain) and the Christ the Redeemer statue, which offers panoramic views of the entire city. Students will not only be able to enjoy the natural beauty of Rio and swim its famous beaches, but they will also visit a favela, one of the huge slums located in the hills of the city.</p> <p>Students will also visit two other important areas of the country. They will go to the Amazon region, where they will take a four-day river cruise in the rain forest and they will also get to experience Salvador, the former colonial capital of Brazil and a center of traditional Brazilian culture.</p>			

1058 JAN 413 A Land and Peoples of Peru: Amazon and Andes

Maria Begona Caballero Garcia 0900 1200 MTWRF RMSC 122
Anne Catlla
Enrollment: 19/20
Instructor Permission Required

Our 18 day exploration of the natural and cultural history of Peru will take us to the high Andes, the unique environment of Lake Titicaca on the border between Peru and Bolivia, and the low elevation rainforest of the upper Amazon. After a brief overnight in Lima, we fly to Cusco, where we will explore the Spanish colonial city built in the 16th century on Inca foundations. From Cusco we go by train through the Sacred Valley of the Incas to the ceremonial site of Macchu Picchu, located among spectacular Andean peaks. We then travel on across the high altiplano to Puno at the edge of Lake Titicaca. We will visit the reed islands of the Uros culture and spend the night with indigenous families on the island of Amantani. Our journey to the Amazon begins with a flight to Iquitos and then travel by boat several hours up river to a lodge at the edge of the Tamshiyacu-Tahuayo indigenous and ecological reserve. Our nine days in the Amazon will include canoeing, hiking, wildlife observation, visits to local villages, sessions with native shaman, canopy exploration via the Amazon's longest zipline, swimming with pink dolphins, piranha fishing, and optional camping and jungle survival training.

1059 JAN 414 A Martinique and Guadeloupe

Caroline Cunningham 1300 1600 MTWRF OLIN 116
John Lefebvre
Enrollment: 20/20
Instructor Permission Required

Martinique and Guadeloupe, French islands in the Caribbean, boast a rich cultural heritage that is at once African, American and French. Through a two-week travel experience, enhanced by on-campus readings and films, we will explore the exquisite natural beauty and unique creole culture of Guadeloupe and Martinique. Activities will include:

- the cultural sites of Fort-de-France & Pointe-à-Pitre (capital cities).
- Trois Ilets / Pointe du Bout: artisan studios, the heritage of Empress Josephine Bonaparte, la Maison de la Canne sugarcane museum & rum distillery .
- scenic drive to Le Diamant.
- the historic, cliff-lined Caravelle Peninsula.
- town of St. Pierre and the Mt. Pelee volcano museum.
- Sainte-Marie, the "flower town."
- exploration of the interior rainforest, along La Route de la Trace.
- visits to coffee / sugar / vanilla plantations.
- tasting lots of delectable seafood and exotic fruits!

Additional activities may include snorkeling in the coral reef; day trip by boat to outlying islands; Jacques Cousteau Underwater Reserve.

1060 JAN 415 A Vietnam and Cambodia: Culture, History and the Modern World

Thomas Waidner 1300 1600 MTWRF OLIN 218
Andrew Green
Enrollment: 20/20
Instructor Permission Required

This 20-day tour introduces students to the culture, history and geographical wonders of Vietnam and Cambodia. Our visit ranges from the major cities of Hanoi and Ho Chi Minh City (formerly Saigon) to four UNESCO World Heritage Sites to tropical beaches at Nha Trang and rivers winding through the Mekong Delta.

We begin in the North at Hanoi, a city of lakes, ancient pagodas and temples as well as French colonial mansions. Hanoi's excellent cuisine includes Vietnamese 'street food', French-influenced restaurants, and international cafes. On an overnight cruise in a wooden "junk," we sail through Halong Bay and into rivers through beautiful geological formations. In Central Vietnam, we visit Hue and the historic town of Hoi An as well as snorkel at Nha Trang Bay. In the south we reach Ho Chi Minh City, Vietnam's modern economic center often referred to as the "Paris of Asia" for its wide boulevards lined with stately trees and French villas. We tour the Chu Chi tunnels used by the Vietcong during the Vietnam War and enjoy boating through the floating markets of the Mekong Delta. The trip concludes with an excursion to Cambodia visiting the city of Siem Reap and Angkor Wat, the ancient capital of the Khmer Empire and one of the most magnificent archaeological wonders of the world.

1061	JAN 416 A	SCUBA diving adventure on Little Cayman Island	David Kusher Enrollment: 20/20 Instructor Permission Required	0900 1200 MTWRF	RMSC 204
<p>Little Cayman is the smallest and least developed of the three Cayman Islands. It lies 87 miles northeast of Grand Cayman, five miles west of Cayman Brac and 170 miles northwest of Jamaica. Little Cayman is one of the world's premier diving destinations and is recognized for the unspoiled natural beauty of its spectacular marine environment. The brilliantly colored reef is an astonishing haven for a diversity of marine organisms, including sea turtles, luxurious corals and sponges and over 500 species of fish. The Little Cayman Beach Resort is designed to maximize the tropical diving experience. They invite you to immerse yourself in lush tropical foliage, the crystal blue Caribbean water, swaying palms, amazing sunsets, superb diving and uncluttered beaches (www.littlecayman.com). The dive operation is professional with fantastic boat support. There are 57 dive sites many of which are within protected Marine Park Zones, including the world renowned Bloody Bay Wall. The resort offers 500 feet of beautiful milky white sand beach with hammocks, swimming pool, Jacuzzi and hot tub overlooking the beach, tennis, beach volleyball, bicycles, kayaks, beachfront guest rooms, the taste of the tropics in The Bird of Paradise Restaurant (All Meals Are Included), night activities and much more.</p> <p>The project consists of three weeks of SCUBA diving and marine biology classes, and an eight day dive trip to Little Cayman Island. In Spartanburg, students will complete a PADI open water SCUBA course and participate in class presentations on coral reef ecology. The SCUBA classes will be taught by Mike Atkins(PADI certified SCUBA instructor and owner of The SCUBA Shop in Spartanburg). Marine biology class work will prepare students to enjoy the beauty of the coral reef and enable them to critically observe and understand the complex nature of the ecosystem. At sunset we gather to discuss the diving and the reef community. Students will describe what they have experienced on each dive and explain how the organisms interact with each other and with the divers.</p>					
1062	JAN 417 A	Thailand: Case Study of Social Unity in a Developing Country with Ethnic and Religious Diversity	Frank Machovec Timothy Terrell Enrollment: 24/24 Instructor Permission Required	0830 1130 MTWRF	
<p>Thailand, formerly known as Siam, is an excellent example of a small nation whose culture has survived intact for seven centuries despite the threats posed by Asian conquerors and potential European colonizers. The classroom portion of this Interim will examine (via 150 pages of reading and detailed class discussions of same) Thailand's careful balancing of its several ethnic groups (Thai, Chinese, Indian), its religions (Buddhism, Islam, and Christianity), and its foreign relations — all of which have been orchestrated to preserve Thailand as the land of the Thais (despite generous freedom for non-Thais). Our travel itinerary will begin with two nights in Bangkok, followed by five nights in Chiang Mai and two nights in Chiang Rai, concluding with five nights on Phuket Island. Our program will include the magnificent Marble-Temple compound and the Royal-Palace compound in Bangkok; the mountain-top Doi Suthep Buddhist shrine in the far north; working elephants in the Teak forests; the Panda family at the Chiang Mai zoo; an exhibition of Thai classical dance in the home of an American expatriate; the Hmong orphanage run by a local Thai Christian church; a lecture on the hill tribes by the faculty of Chiang Mai University; plus a two-night side trip to Chiang Rai, home of the "long-neck people" (one of Thailand's most distinct ethnic hill-tribe groups). Finally, during our four full days on Phuket Island we will be the guests of the students and faculty of a modern Islamic school (grades 1-12), where we will be given presentations by the students at elementary as well as senior levels. In addition, during a daylong tour of a marine habitat we will visit James Bond Island and use professionally-handled sea kayaks to explore eerie volcanic offshore outcroppings with unique sea caves that lead to fully-enclosed lagoons that abound with rare wildlife.</p>					
1063	JAN 418 A	Tokyo	Levi McLaughlin Enrollment: 10/25 Instructor Permission Required	0900 1600 MTWRF	MAIN 204
<p>Learn about the world's largest and perhaps most exciting city from the inside out. Participants will prepare for their journey with an intensive one-week training session at Wofford that will include learning basic greetings and conversational Japanese, social etiquette, and do's and don'ts of everyday Japanese culture. We will then spend 18 days in Tokyo. Students will stay with host families (arranged by IES Tokyo) for most of this time. Days will be spent learning about Tokyo's history, people, and culture through visits to sites in different neighborhoods in the city. In the evenings, participants will take part in daily life with a Japanese family, and we will also go out to see Tokyo by night. Throughout the trip, the instructors will draw on their extensive contacts with Tokyoites working in universities, museums, temples, companies, and different industries (including sports and music) in order to bring in guest speakers and guides who will provide trip participants a behind-the-scenes view of Tokyo life. The trip will also include two days spent in a Zen temple in central Tokyo, and a two-day excursion to the ancient capital Kyoto.</p>					

1064	JAN 419 A	South Africa	Teddy Monroe Lillian Gonzalez Enrollment: 26/26 Instructor Permission Required	TBA MTWRF	
<p>From the Cape of Good Hope to Kruger National Park to the township of Soweto, we will explore the cultural and biological diversity of South Africa. We will spend two to three weeks in country, including several days on safari in some of the world's top game preserves. During guided day and nighttime safari drives we will observe lions, elephants, hippos, giraffes and more in their natural habitats. We will also learn about the tumultuous history of South Africa and its amazing political transformation since the end of apartheid. As we explore in and around Cape Town, we will learn about the entrepreneurial culture that has emerged since the end of apartheid. We will visit with the people in the townships. Our more leisurely pursuits will include tours of the wineries of Stellenbosch and Paarl, a stroll through the glorious Kirstenbosch Botanical Gardens, and strpling with the penguins on the pristine beaches of the Cape. An experience of a lifetime!</p>					
1066	JAN 421 A	CS Lewis: The Oxford Experience	Ronald Robinson Philip Swicegood Enrollment: 20/20 Instructor Permission Required	1300 1600 MTWRF	OLIN 103
<p>The author, literary critic, and Christian apologist C.S. Lewis spent most of his adult life in Oxford. It was there that Lewis was educated, taught literature, met J.R.R. Tolkien, converted to Christianity, wrote the Chronicles of Narnia and other classics, drank at pubs, worshipped at his local parish church, fell in love late in life, and was buried.</p> <p>This interim project involves an immersion into the world of Lewis through his writings and a ten-day residency in Oxford. Participants will visit his home, the university where he lectured, and the pub where he first read aloud his Chronicles of Narnia. Guest scholars and experts will assist in leadership of the class.</p>					
1067	JAN 422 A	Belize: Sea Kayaking Ecotour	George Salley Enrollment: 15/15 Instructor Permission Required	0900 1200 MTWRF	RMSC 108
<p>Belize boasts many natural attractions such as the world's 2nd largest barrier reef, over 400 islands, beautiful rivers, and tropical rain forests. With over 1/3 of the overall land under official protected status, Belize is a prime destination for the ecotourist. In this interim we will travel to Belize for 13 days with private guides from the Nantahala Outdoor Center (NOC) to understand how ecotours function and how they affect the local environment and people. The trip is split into two parts with the first involving the more mainstream destinations and activities for ecotourists including; Mayan ruins, Black Rock Jungle, river rafting, and caving tours. The second half of the trip is designed as a contrast to the 'normal' tours in Belize. The students will be trained by certified NOC instructors in basic sea kayak skills such as paddle strokes, self-rescue, and navigation. We will travel via sea kayak through coastal islands where we will spend each night. During this time there will be opportunities for other activities such as fly-fishing, trolling, and snorkeling. Along these islands we will be immersed in a part of Belize, and Central America, that few people experience.</p>					
1070	JAN 424 A	Language & Culture Through Study Abroad	Amy Lancaster Ana Wiseman Enrollment: 42/40 Instructor Permission Required Graded Interim (A-F)	TBA	
<p>This project offers an opportunity for students who would like to explore study abroad on a smaller scale or for those who cannot spend a semester abroad because of academic or time constraints. There are several different options through which students can study intensive language or content courses at foreign universities through Wofford's study abroad partners (IES (separate thematic programs in Granada, Spain, Riobama, Ecuador, and Rome, Italy), CIEE (language intensive/service-learning in Guanajuato, Mexico), the University of Viña del Mar (language intensive program in Viña del Mar, Chile), CET (language intensive program in Beijing, China), CCCS (language intensive program in Seville, Spain), API (language intensive program in Grenoble, France), and the Goethe Institut (language intensive program in Germany)). Completion of 102 or the equivalent in the language is required for intensive language programs. There will be onsite supervision and support throughout the term. Students will be housed in appropriate student housing facilities such as homestays, student residences or in family style hotels and there will be a program of cultural events and excursions. Usually language and/or content classes are taught in the morning and early afternoon leaving plenty of time and opportunity for local ""exploring"". All students must go through an rigorous application process and must meet eligibility requirements as stated by the study abroad program. This project abroad is graded A-F.</p> <p>Students must complete a full application to the program. Acceptance by the program and permission of the Wofford coordinator is required for enrollment. A firm commitment and non-refundable deposit required according to the Interim Calendar. Valid travel documents are required.</p>					

1071	JAN 425 A	Being a Pilgrim: Traveling the Medieval Road from Paris to Santiago de Compostela	Peter Schmunk Timothy Schmitz Enrollment: 20/20 Instructor Permission Required	0900 1200 MTWRF	DB 101
<p>During the European Middle Ages, "pilgrimage" was a commonly-used metaphor for the very nature of human existence. Life was understood to be a journey, and it was important that one's physical journey through time be deepened by a metaphysical one of movement toward God. This spiritual quest was often pursued through a literal pilgrimage journey to a distant sacred place such as Rome, Canterbury, or Santiago de Compostela, the latter a site in northwestern Spain where it was thought the relics of the apostle James were preserved. Pilgrims who traveled there endured a variety of hardships but also found adventure and excitement in leaving behind the routines of daily life. Participants in this interim will travel by bus and on foot from Paris, the start-point of one of the medieval pilgrimage roads, to Santiago. Along the way we will explore the various cultural artefacts spawned by the medieval pilgrimage phenomenon, including churches laid out on the "pilgrimage plan," elaborate programs of sculpture, hospices, monasteries, and objects, now in museums, which identified the traveler as a devotee of Saint James. Carrying only minimal possessions and staying in refuges, we will walk the final 62 miles, the minimum distance required to earn a compostela, or pilgrim's certificate, written in Latin and linking the modern pilgrim to his or her medieval predecessors.</p>					
INDP					
1089	INDP 200 A	Independent Project	John Akers Enrollment: 1/1 Instructor Permission Required	TBA	
1090	INDP 200 B	Independent Project	Charles Bass Enrollment: 1/1 Instructor Permission Required	TBA	
1091	INDP 200 C	Independent Project	Paul Bollinger Enrollment: 1/1 Instructor Permission Required	TBA	
1092	INDP 200 D	Independent Project	Terry Ferguson Enrollment: 1/1 Instructor Permission Required	TBA	
1093	INDP 200 E	Independent Project	John Fort Enrollment: 5/5 Instructor Permission Required	TBA	
1094	INDP 200 F	Independent Project	Ellen Goldey Enrollment: 2/2 Instructor Permission Required	TBA	
1095	INDP 200 G	Independent Project	Li Kinnison Enrollment: 1/1 Instructor Permission Required	TBA	

1096	INDP 200 H	Independent Project David Kusher Enrollment: 1/1 Instructor Permission Required	TBA
1097	INDP 200 J	Independent Project Joab Lesesne Enrollment: 1/1 Instructor Permission Required	TBA
1098	INDP 200 K	Independent Project Len Mathis Enrollment: 1/1 Instructor Permission Required	TBA
1099	INDP 200 L	Independent Project John McArthur Enrollment: 2/2 Instructor Permission Required	TBA
1100	INDP 200 M	Independent Project William McCraw Enrollment: 4/4 Instructor Permission Required	TBA
1101	INDP 200 N	Independent Project Teddy Monroe Enrollment: 1/1 Instructor Permission Required	TBA
1102	INDP 200 P	Independent Project Kristofer Neely Enrollment: 2/2 Instructor Permission Required	TBA
1103	INDP 200 Q	Independent Project James Neighbors Enrollment: 1/1 Instructor Permission Required	TBA
1104	INDP 200 R	Independent Project Wesley Pech Enrollment: 1/1 Instructor Permission Required	TBA
1105	INDP 200 S	Independent Project Ronald Robinson Enrollment: 1/1 Instructor Permission Required	TBA

1106	INDP 200 T	Independent Project Kimberly Rostan Enrollment: 1/1 Instructor Permission Required	TBA
1107	INDP 200 U	Independent Project Kaye Savage Enrollment: 1/1 Instructor Permission Required	TBA
1108	INDP 200 V	Independent Project Bryan Splawn Enrollment: 2/2 Instructor Permission Required	TBA
1109	INDP 200 W	Independent Project Cynthia Suarez Enrollment: 1/1 Instructor Permission Required	TBA
1110	INDP 200 X	Independent Project David Sykes Enrollment: 1/1 Instructor Permission Required	TBA
1111	INDP 200 Y	Independent Project Dewey Welchel Enrollment: 2/2 Instructor Permission Required	TBA
FS			
1113	FS 301 A	Semester Abroad Amy Lancaster Enrollment: 56/50	TBA